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ABSTRACT

This summary details Bellevue Community College's (BCC's) (Washington) short-term and long-term community impacts. Short-term community impacts include: (1) 34,994 students were educated and trained at BCC; (2) BCC employed over 2,272 people, 53% of whom lived in the BCC service area; (3) BCC total revenue was $62,966,226; (4) 28.6% of the total revenue was from the state general fund; (5) total direct economic contribution of BCC to the community (institutional, employee, and student expenditures) was $51,030,523; and (6) if the statewide jobs multiplier was used, BCC employment would account for an additional 2,567 jobs in the community. Long-term community impacts include: (1) 622 dislocated workers were trained, 64% of these were from the BCC service area; (2) 95 people enrolled in Workfirst (the state's welfare-to-work program); (3) an average of over 700 students per quarter enrolled in the English-as-a-Second-Language program; (4) 500 students enrolled in Weekend College; (5) professional/technical students earn an average of $8,000 more per year after BCC training; and (6) students who say they intend to transfer but go into the workforce instead exhibit wage gains of between 39 and 50% compared to wages earned prior to their enrollment at BCC. (NB)

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Bellevue Community College

COMMUNITY IMPACT REPORT

EXECUTIVE SUMMARY

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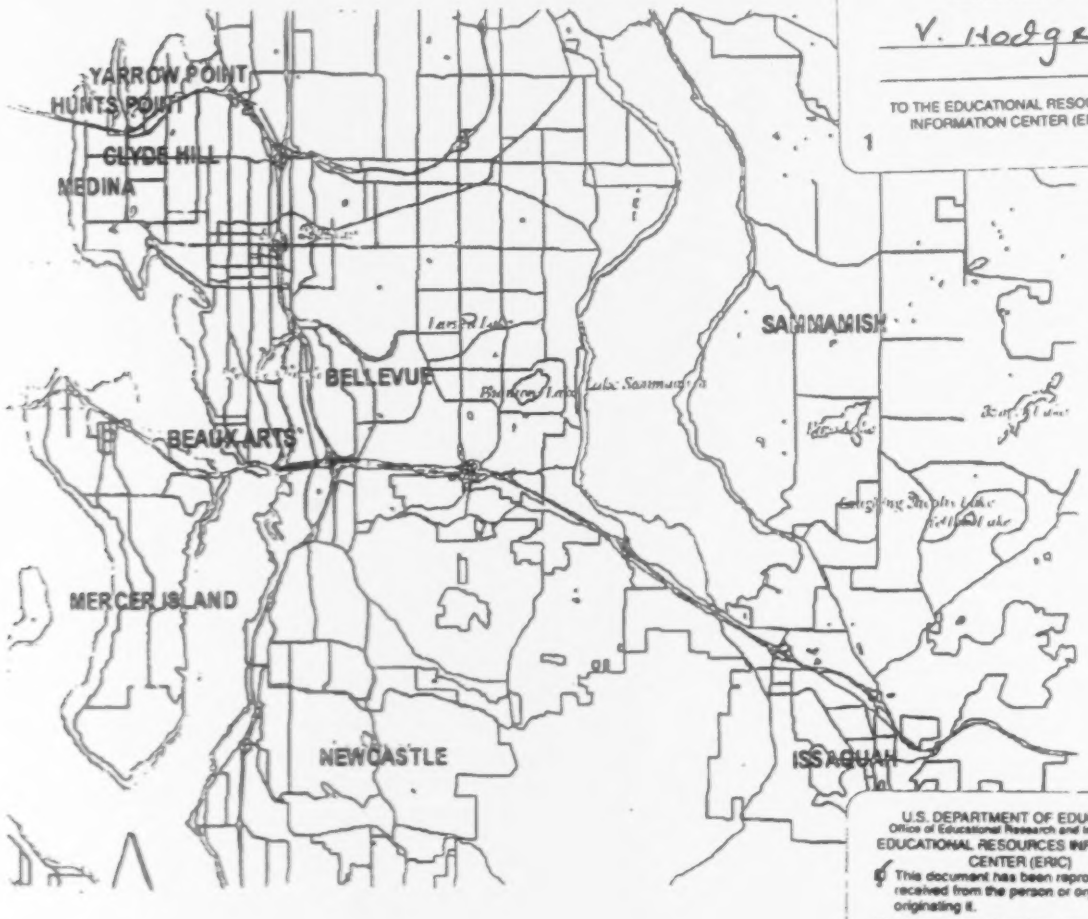

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FALL 2000

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The successful completion of this report was based on a cooperative effort of literally all BCC administrative units. A vast array of data has been assembled and it is through the cooperation of College employees that this took place. In an attempt to make the data as comparable as possible, staff were asked to provide figures for the 1998-99 academic year. In some cases, this was not possible and the 1999-00 year was used. It is expected that the effects of this are negligible in terms of comparability.

This study was conducted by the Office of Institutional Research. Comments and questions should be directed to Valerie Hodge, Director, (425) 564-3152. Readers should keep in mind that this is an Executive Summary of a much longer report. Those wishing to receive a copy of the full report should contact the Office of Institutional Research.

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COMMUNITY IMPACT REPORT

EXECUTIVE SUMMARY FALL 2000

REPORT HIGHLIGHTS

Short-term Community Impacts

- 34,994 students were educated and trained at BCC
- Over 200 organizations held events at BCC with over 52,000 people in attendance, over 5,000 hours, and over 1,200 days of use
- BCC employed 2,272 people, 53 percent of whom lived in the BCC service area.
- BCC provided $260,161 in tuition waivers to students
- Former BCC students now at the University of Washington saved $4,072,000 by attending BCC for the first two years. If all current BCC students who intend to transfer to a four-year institution took their first two years at BCC prior to transferring, they would save $25,832,768 in reduced tuition over attending the University of Washington for the first two years.
- BCC total revenue: $62,966,226
- Percent of total revenue from the state general fund: 28.6%
- Grant revenue (97% from outside the BCC service area): $5,782,159
- BCC total expenditures: $60,888,704
- Employee expenditures, 1999 calendar year: $6,577,157 from employees who live in the BCC service area, $17,548,695 from all employees
- Estimated student expenditures in the BCC community which would be lost if BCC were not there: $33,535,215 (excluding International students)
- International students' expenditures in the BCC community: $9,768,200
- Savings to students receiving simultaneous high school and college credit: $997,679
- Savings in student childcare expenses: $288,000
- Total financial aid provided by BCC from federal, state, and local sources: $5,895,367
- Total direct economic contribution of BCC to the community (institutional expenditures + employee expenditures + student expenditures): $51,030,523
- If the statewide jobs multiplier of 2.13 were used, BCC employment would account for an additional 2,567 jobs in the community.

Long-term Community Impacts

- 622 dislocated workers retrained, 64% of these students were from the BCC service area
- 95 people enrolled in Workfirst (the state's welfare-to-work program, 83% from the BCC service area)
- Average of over 700 students per quarter enrolled in the BCC English as a Second Language program
- 3,000 distance education enrollments in 1998-99 and 5,000 in 1999-00 (over half from the BCC service area)
- 500 students enrolled in Weekend College, providing students with yet another attendance option
- BCC provided educational services at 88 sites in the 1999-2000 year.
- People with some college participate in the labor force at vastly higher rates than those with a high school diploma (20% more for less than a B.A., 25% more for those with a B.A.)
- The unemployment rate of those with college education and training is greatly reduced (8.5% for those with a high school diploma, 3.6% for those with some college, but less than a B.A., 1.8% for those with a B.A.)
- 54% of the professional/technical program students remain in King County after training
- Professional/technical students earn an average of $8,000 more per year after training than before going to BCC and a number of the income differentials (before training and after training) are in excess of $35,000
- Students who say they intended to transfer, but actually go out into the workforce instead, exhibit wage gains of between 39 and 50 percent, compared to wages prior to their enrollment.
- Life-time earnings of a person with an Associate's degree are $217,372 more than a person with a high school diploma
- Life-time earnings of a person with a Baccalaureate degree are $374,129 more than a person with an Associate's degree (BCC transfer students)

- Increased voter registration and voting: 76% of those people with some college or the Associate's degree are registered to vote and 69% actually do vote, compared to just 65% registered and 58% actual voting for those persons with only a high school diploma
- Increased workforce productivity: national estimates indicate that a 10% increase in a person's educational level results in an 11% increase in productivity in the non-manufacturing sectors and an 8.6% increase in productivity across all sectors
- Community and technical colleges perform an important "sorting" function for business and industry and four-year institutions of higher education by educating and training people and providing them with credentials that testify to their abilities, removing much of the risk associated with hiring and admittance decisions.

Service to the BCC Community

- BCC offers a complete range of educational services, including: college credit; continuing education; programs for high school students; programs for high school dropouts, professional/ technical training, programs for senior citizens, remedial education for those students not ready for college-level work, including English as a Second Language, High School Completion, General Equivalency Diploma (GED) completion, Adult Basic Education (ABE); contract training for business, industry, and municipalities; distance education; and welfare to work training.
- BCC Childcare Center and, opening in Spring, 2001, the BCC Early Family and Childcare Center, a state of the art facility
- On-campus Head Start program for the children of our lowest-income students
- BCC Radio Station – KBCS
- BCC Television Station – reaching 200,000 homes on the eastside
- Puget Sound Regional Archives located on campus
- A myriad of educational services (such as Radiation Therapy program seminars, Career Center services and classes, and parent workshops), offered at no cost to the community
- 300 people from business and industry serve on BCC professional/technical program advisory committees, helping to ensure that BCC programs are current and relevant to local employment needs.
- Contract Training provided to businesses and municipalities – 2,000 employees and 33 companies and municipalities
- Faculty and staff participation in community organizations and program cooperative efforts with business and industry
- Volunteer service of College employees on many fronts, including: Holiday Giving Tree, Expanding Your Horizons, Nursing students working in the community, Marketing students raising money and collecting food to donate to the needy, collaborative efforts with our area high schools and elementary schools
- Bringing international students into our community expands our community's exposure to other cultures and results in the development of business, professional, and personal relationships

EXECUTIVE SUMMARY

Introduction

"Education is not the filling of a pail,

but the lighting of a fire."

—WILLIAM BUTLER YEATS

If asked, few people would question the statement that the presence of an institution of higher education enhances the community in which it is located. It is almost a visceral reaction that, naturally, *anyone* would wish to have a college located in their area. But beyond this immediate, feel-good statement is the more meaningful question of "Why?" *Why* is it good and what does a college, particularly a community college, do for a community? What impact does it really have?

Bellevue Community College began in 1966, under the jurisdiction of the Bellevue School District. From our initial 523 students, we have grown to serve 35,000 students per year at nearly 90 sites. BCC prides itself on its responsiveness to community needs, adding programs in locations most convenient to our students. We take great pride in the quality of the education and training we provide as well. First-rate faculty and staff come together to serve students who range in abilities from those who cannot yet speak English to those who are at the top of their high school graduating class and will leave BCC to go on to a four-year institution. BCC is a thoughtful institution, continually examining its educational efforts in order to improve and expand to benefit the citizens of our community. The purpose of this Community Impact Study is to establish, by quantitative and qualitative measures, just how valuable BCC is, to both our immediate community, and the larger surrounding area.

We have constructed a *Community Impact Study,* which contains many of the elements of an economic impact study, while stopping short of claiming responsibility for "regenerated dollars" using a multiplier. The literature review and analysis which argues against using true economic impact analysis for institutions of higher education talks about two types of local economic impacts.[2] There are "short-term expenditure impacts on the host economy and long-term knowledge impacts on the labor force and industrial vitality of the local area." They further state that "colleges in large communities serving a primarily local market have high knowledge impacts and low expenditure impacts."[3] ***Bellevue Community College is a high knowledge impact institution.***

Bellevue Community College and Its Place in the Larger Community

Since its founding in 1966, BCC's 96 acres and over 500,000 square feet of facilities have become home to 35,000 students annually. For 33 years, the BCC service area consisted of the following public school districts: Bellevue, Mercer Island, Issaquah, Snoqualmie Valley, Lake Washington, Riverview, and Skykomish. Beginning in Fall, 2000, with the opening of Cascadia Community College in Bothell, the BCC service area no longer includes the Lake Washington and Riverview school districts (Figure 1). The new primary service area for the College is composed of 251,566 people, 104,286 housing units, and 97,931 households. The average income of people employed in our service area is $55,169 with the software companies included and $35,222 with the software companies excluded. There are 17,861 employers and 300,000 people employed in the service area.[4]

In Fall, 1999, 65 percent of our students and 53 percent of our faculty and staff were residents of the BCC service area. Over half of our students come from just ten zip codes, which surround the College.

In its 500,000 square feet of facilities, BCC has numerous venues which are utilized by the community, often at a nominal charge, or no charge at all. These facilities include: classrooms, parking lots, the Carlson Theatre, gym, and the athletic fields. In 1998-99 there were 347 separate uses of BCC facilities by 220 organizations, with over 52,000 people in attendance, for a total of 5,498 hours of use. Sports events were the biggest user, followed by classes and lectures, and the theatre.

Beyond BCC's campus, we provide education and training services at 88 sites in our community and across King County.

Short-term Community Impacts

One of the short-term impacts of BCC's presence in the community is the revenue and expenditures for which the College is responsible. In the 1998-99 year, the College's revenues totaled $62,966,226. Of this, just 28.6 percent came from the state general fund (Figure 2). The next largest contributor was our Continuing Education and International Student programs (14.1%), followed by grants and contracts and BCC enterprises (12.5% each).

The College has a very active grants office that has been extraordinarily successful in obtaining outside funding so that BCC can continue to provide the leading edge programs that our community has come to expect. Most recent data show that in the 1999-00 academic year, BCC received over $5,000,000 in funded grants. Forty-eight percent of this was from the federal government and 97 percent of it came from outside the BCC service area.

BELLEVUE COMMUNITY COLLEGE MISSION STATEMENT

The mission of Bellevue Community College is to:

- provide an academic environment which encourages students to become responsible, analytical, creative, and productive citizens;
- provide accessible services and educational programs that reflect excellence;
- meet the changing educational needs of our diverse community;
- promote pluralism within our multicultural society; and
- be a leader and partner in the culture, technology, and business of our Eastside community.

BCC Service Area, Fall 2000
(Including School District Boundaries)

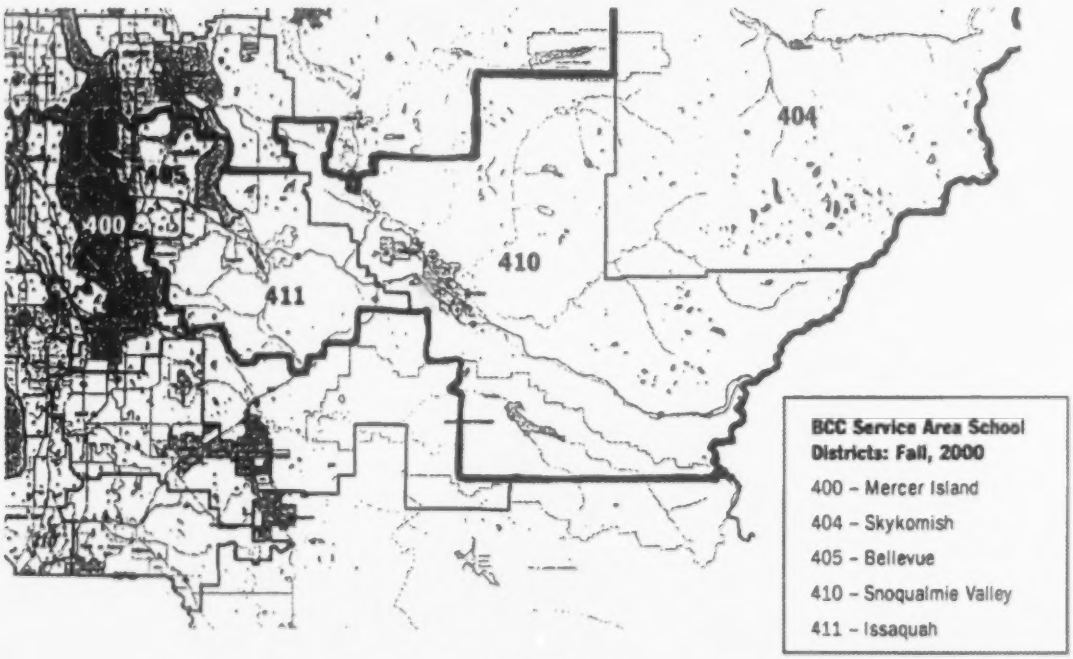

Figure 1.

Source: King County Annual Growth Report, 1997

The various expenditure categories related to community impact are: college expenditures, employee expenditures, and student expenditures in Washington state. The total expenditures for these three combined is $51,030,523. This includes BCC expenditures (with salaries and benefits removed in order not to count them twice, expenditure amount: $1,149,950); a very conservative estimate of employee expenditures which includes just those employees who live in the BCC service area (expenditure amount: $6,577,158); student expenditures of $33,535,215, (that would be lost to the community if BCC were not here,) plus international student expenditures (also very conservatively estimated) of $9,768,200.

Expenditure Savings for Students

A primary method for BCC to contribute to the short-term economic benefit of our students is to save them money while they are in attendance. The College accomplishes this in several ways, including: being less expensive in tuition and fees than a four-year institution; providing federal, state, and local financial aid; waiving tuition for specific populations; free classes; dual credit classes; on-site childcare; and continuing education classes, offered at very competitive rates.

ATTENDANCE AT BCC PRIOR TO TRANSFERRING TO A FOUR-YEAR INSTITUTION

The savings that accrue to students who elect to attend BCC for the first two years, prior to transferring to the University of Washington, are $2,036 in tuition and fees per year. Each student would save $4,072 in the two-year period. These savings are substantial for individual students, but especially impressive when applied to the number of students at BCC who transfer or say they intend to transfer. For the 1,000+ former BCC students currently attending the University of Washington, this represents a savings of $4,072,000. In the 1998-99 academic year, for the 6,344 students at BCC who said they were here preparatory to transferring to a four-year institution, the savings would be almost $13 million for one year and $25,832,768 in savings in tuition for students attending BCC for two years prior to transferring to the University of Washington.

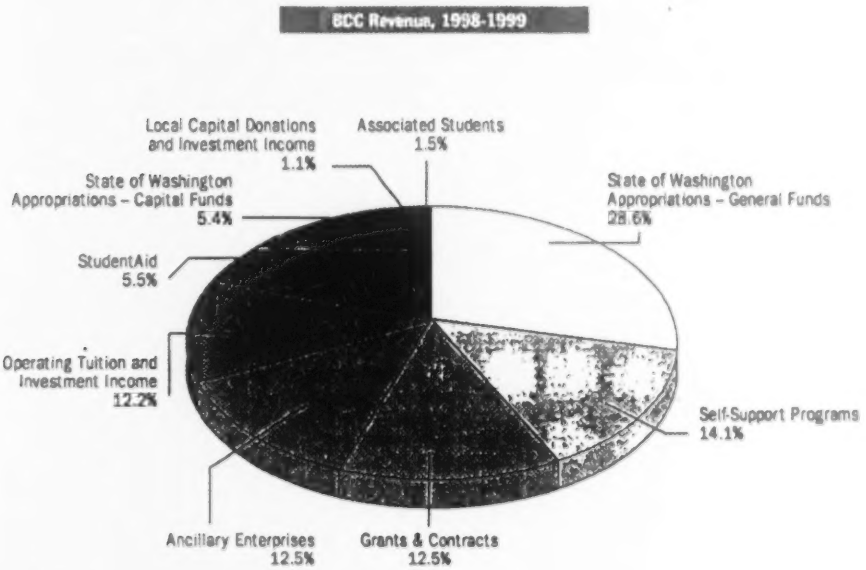
BCC Revenue, 1998-1999
Local Capital Donations and Investment Income 1.1%
Associated Students 1.5%
State of Washington Appropriations – Capital Funds 5.4%
State of Washington Appropriations – General Funds 28.6%
StudentAid 5.5%
Operating Tuition and Investment Income 12.2%
Self-Support Programs 14.1%
Ancillary Enterprises 12.5%
Grants & Contracts 12.5%

Figure 2.

Source: BCC Budget Office

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FINANCIAL AID

In the 1998-99 academic year, 1,569 students at BCC received some type of financial aid. The majority of the financial aid received by students (60%) does not require payback or work (grants, scholarships, and tuition waivers). Over $3.5 million in savings is provided to students.

TUITION WAIVERS

Tuition waivers are a significant way in which BCC is able to save students money. The tuition waiver program exists state-wide, with colleges having some discretion over whether and how to participate in waiver programs. In the 1998-99 academic year $260,162 was given in tuition waivers to students. Almost three-fourths of the dollar value of the waivers was given to residents of the BCC service area, with 58 percent of the number of waivers going to BCC service area residents. The highest median value waivers given were awarded to active duty military personnel and refugees, who are allowed to pay resident tuition.

ENGLISH AS A SECOND LANGUAGE (ESL) CLASSES

For non-native speakers of English (who are U. S. residents or citizens), BCC offers free ESL classes. In the 1998-99 academic year, BCC offered 64 ESL classes, serving 1,482 students. These classes are offered tuition-free, resulting in a savings for students of $365,482. Although these classes are non-credit, the credit equivalency of student work was 7,071 credits.

DUAL CREDIT HIGH SCHOOL PROGRAMS

In three programs, high school students earn dual credit (high school and college credit, at the same time): Running Start, College in the High School, and Tech Prep. The Running Start program allows high school juniors and seniors to enroll at BCC and earn simultaneous high school and college credit. Every year, BCC has a number of graduates who receive their high school diploma and their Associate's degree at the same time. Similar to this is College in the High School, although the classes take place at the high school, not at BCC. Finally, Tech Prep is the professional/technical side of the dual credit offerings. Participation in these programs eliminates duplication, shortens the time for students to receive their Associate's degree and their Baccalaureate degree, and saves the students and their parents considerable amounts of money in tuition and fees.

Over the course of the 1998-99 academic year, 553 students who participated in the Running Start program saved over $660,000 in tuition. The average tuition saved per student per quarter was close to $500.

Students taking College in the High School classes saved an average of nearly $300 per quarter and over $300,000 total over the course of the year. The courses provided were in English, French, Spanish, German, Japanese, Biology, Chemistry, Math, Physics, History, and Psychology.

Courses that are officially counted as Tech Prep and receive dual credit began in Spring, 1999 and total 169 enrollments, 707 total credits, and a tuition savings of $36,481. Fifty of the students who received Tech Prep credit enrolled at BCC in Fall, 1999 with continuing student status. This program is on a fast growth track, so that the savings impacts for students and their families will be increasing at a constant rate over the next few years as more students take advantage of it.

CHILDCARE SERVICES

Students who send their children to the BCC Head Start program pay just $2.00 per hour, compared to a market rate of $5.00 per hour. Over the course of a 30 week academic year, based on a 10 hour day, and a five day week, this represents a savings of $81,000 for these parents, who are all at or below the poverty level. The highest rate at the BCC Childcare Center is $1.25 per hour below market rates. This adds up to a savings of over $200,000 for students in saved childcare fees for 1998-99. Added to this, of course, is the convenience of having the center right on campus so that students don't have to drop their children off somewhere else, go to campus, pick them up somewhere else at the end of the day, and then go home. Time savings are very important to our students as well.

CONTINUING EDUCATION OFFERINGS

The classes offered in BCC's continuing education program (non-credit classes)are offered at rates that are very competitive with private sector offerings. A wide variety of programs are available in six areas: computers, business, real estate, languages, arts, and personal enrichment.

Long-Term Community Impacts

EXECUTIVE SUMMARY

"Local knowledge impacts of a college are greatest when many degree programs are offered and most students stay in the local labor market."[5]

"Over time, the local economic impact . . . of a metropolitan commuter college increases due to the compound growth in earnings of workers making the investment in human capital."[6]

The knowledge impacts BCC contributes are its primary impact on the local economy. This impact increases over time as more and more BCC-trained and educated people join the labor force. An educated populace is what business and industry need, what our society needs, and what individuals need in order to live fulfilling, productive lives. Some of the programs available at BCC do indeed change lives and boost the local economy by providing a highly skilled workforce, including: Worker Retraining, Workfirst, Workplace Basics, and English as a Second Language (ESL).

WORKER RETRAINING

BCC is active in the state-sponsored programs that enable dislocated workers to retrain to get new, well-paying jobs. In the 1998-99 year, BCC received $1,143,000 for the total worker retraining effort. About 600 dislocated workers received free training as a result of this program. Dislocated workers are those that have been identified as long-term unemployed persons, meaning that they would still have been unemployed at the time they exhausted their unemployment benefits, absent the worker retraining program. BCC partners with Employment Security, the Private Industry Council, the Boeing Company, and the SPEEA union to provide rapid response services to employees and employers who experience large-scale layoffs or plant closures. Of the 622 students in worker retraining in 1998-99, 64% (399) came from the BCC service area.

WORKFIRST

WorkFirst is Washington State's welfare-to-work program. This program brought in $573,804 to the College in 1998-99. The College provides pre-employment training (95 people), work-based learning tuition assistance (200 people), workplace basics (30 people), life skills training (21 people), and specific services to residents of low-income housing in King County (40 people). These various efforts are designed to enable the residents of our community, who are the most difficult to employ, to find and obtain employment at living wages. In some cases, pre-employment training which deals with issues which prevent or hinder employment are dealt with first, workers get jobs, and then, at a later date, they can return for more training that will allow them to move up the employment ladder. The WorkFirst philosophy is: "Get a job, get a better job, get a career," and the training activities are organized to accomplish that goal sequence. Individual College data is not available for these programs; however, state-wide data show:

- the number of families on welfare has dropped by nearly 40 percent since January, 1997;
- the percent of the state's population which receives welfare is at its lowest level in 30 years;
- during 1999, working Workfirst participants generated an estimated $154 million in job earnings for the state's economy;
- 35,000 current and former welfare recipients enrolled in community and technical colleges;
- more than 4,200 took advantage of tuition assistance to receive free short-term job training while they were working; and
- lower caseloads have saved hundreds of millions of dollars in welfare costs.

"I am writing to thank you for the wonderful educational experience that you provided. As a former logger who was paralyzed 19 years ago and has not had a full-time job since, I was amazed to do six interviews and get seven job offers since obtaining my MCSE.[1] It was a complete program with expert staff, instruction and apparatus. You have changed my life."

—A FORMER FAST TRACK STUDENT

The $131 million which the state receives annually for welfare is being used to expand job training and to provide childcare and other services that assist people in leaving welfare and remaining employed.

STAYING AHEAD OF INFORMATION TECHNOLOGY EDUCATION NEEDS

Information Technology (IT) is a major part of the BCC community's economy. BCC is a significant player in this economy on several fronts. The most visible of these is the creation and construction of a building to house the NorthWest Center for Emerging Technologies (NWCET). This federally-supported entity specializes in skill- and competency-based curriculum development and training for students and faculty. The NWCET sponsors workshops for faculty, and develops IT curricula for high school and community and technical college programs. In addition, in order to ensure that the products the NWCET develops and the training they offer is industry-standard and current, the NWCET has over 20 strategic, educational, business, and government partners who advise on various issues.

The BCC Continuing Education program is specifically designed to be entrepreneurial and proactive in providing offerings to our community. Recent examples of this include: the Fast Track program for MCSE, MCSD, and Technical Support, an intensive, five-month program, designed for individuals in transition and placing students in jobs with salaries ranging from $32,000 to $74,000; new certification programs in MCSE, MSCD, Oracle, Cisco, A+ Certification, Network+ Certification, iNet+ Certification, and CIW (Certified Internet Webmaster); certificate programs in Technical Editing and Information Design; and a new program this Fall offering a certificate in Information Technology Project Management.

"When I began here in 1999, I had to go everywhere with my husband. Now I can talk with my neighbors, get my driver's license, shop, and even take phone messages!"

—BCC ESL STUDENT

ENGLISH AS A SECOND LANGUAGE PROGRAM

In the 1998-99 academic year, BCC offered 32 sections of ESL classes in the Fall (788 students enrolled), 29 in the Winter, (680 students enrolled) and 30 in the Spring (727 students enrolled). With significant increases in the immigrant population in the BCC service area over the past five years, the ESL program makes a very real difference in the lives of people who would otherwise not be able to function in our English-speaking society. Not content to require students to come to the BCC campus to take classes, BCC reached out to the community, offering classes through the City of Bellevue, at Crossroads Shopping Center, and Covenant Shores home for seniors. Demand is such for this program that there remains a constant 500-person waiting list.

BCC DISTANCE EDUCATION

BCC has moved quickly and substantially into the area of distance education. In the 1998-99 year, there were over 3,000 enrollments in this area and in this past year, there were over 5,000. Since half of these students come from the BCC service area and three-quarters come from within 10 miles of the College, BCC is providing a much-needed service to our community, providing them with educational options that do not involve travel and are not time-based. This may result in savings in terms of time to program completion or goal achievement, if the students are able to fit these distance education classes in around other classes, and certainly results in reductions in driving time and fuel expenditures. Over half of the distance education students reside in the BCC service area and nearly three-fourths reside within ten miles of the College. Ninety percent of them are current or former BCC students and about half of them are taking only distance education classes at BCC.

WEEKEND COLLEGE

BCC launched its weekend college in the 1999-00 academic year. Weekend College served over 500 students in 34 courses over the course of the year and has the beginnings of a transfer curriculum in place. This program will be expanded in coming years. Like distance education, this provides students with another option while attending BCC. We expect that these students will benefit by reduced time to degree or goal completion as they are able to better fit classes into their busy lives.

THE CAREER EDUCATION OPTIONS (CEO) PROGRAM

This program, begun in Winter, 1999, served 58 students in Spring, 1999. The program's purpose is to assist people between the ages of 16 and 21 who left high school without obtaining a diploma to complete a professional/technical degree or certificate program at BCC. The first outcomes data for students in this program will be available in Spring, 2001.

LIFETIME EARNINGS

The close link between educational attainment and earnings is well-established. In fact, it is a primary reason for attending college in the first place (Figure 3). ***It has been estimated that completion of an Associate's degree adds $196,000 to a high school graduate's career earnings.*** This amounts to about $6,350 per year of a person's working life. Taking a few technical classes to prepare for a job that demands more skills can add $1,000 per year to a person's income.[7] The income differential between educational levels has been increasing in the past decade for nearly all levels. This is another illustration of the importance of postsecondary education in the new economy.

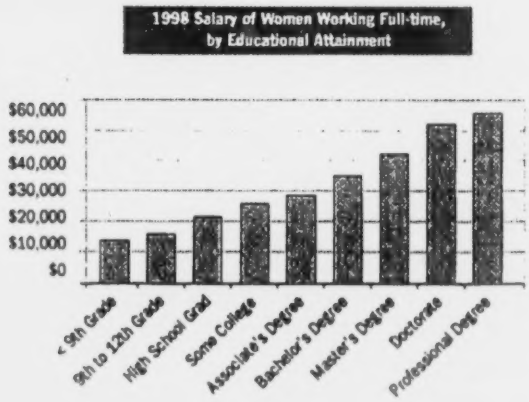

Figure 3.
Source: Bureau of the Census

The California Community Colleges have conducted studies that attempt to show the value of educational attainment specifically at the community college level, ranging from a few credits earned to the Associate's degree. They found very large increases in earnings after attaining the Associate's degree (nearly a 59% increase) and even a ten percent increase in median annual earnings with just a few credits earned (less than 12) (Figure 4).

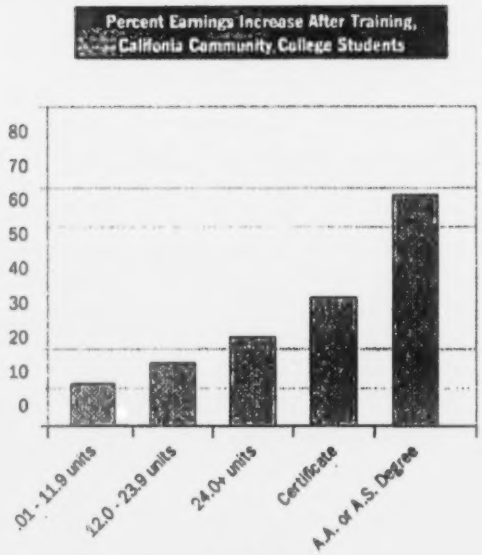

Figure 4.
Source: California Community Colleges

Another way to look at earnings is the total a person would have access to over a lifetime of working (Figure 5). There is a huge increase (over $265,000 lifetime) resulting from the high school diploma, another large jump in lifetime earnings tied with the Associate's degree (over $170,000 lifetime), and the largest increase of all (over $374,000 lifetime) is linked to completion of the Baccalaureate degree (a significant factor for our students who transfer).

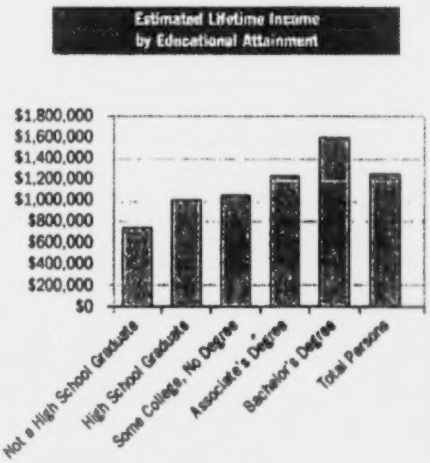

Figure 5.
Source: Census Bureau

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LABOR FORCE PARTICIPATION RATES

Another benefit of postsecondary education is overall participation in the labor force, a factor that raises the standard of living throughout our community. Persons with higher levels of educational attainment participate in the labor force at higher levels than do those with less education. This is apparently particularly significant for females and African American persons, whose participation rates are much higher with advancing educational levels. For the total labor force, the participation rate is 80.2 percent. Persons with a high school diploma participate below that level (78.4%) and persons with some college or an Associate's degree or a baccalaureate degree participate at levels above the overall rate (83.5% and 88.0%, respectively).

BCC graduate Jeannette Bonner is changing careers, after 13 years in human resources. Laid off from a middle-management position, she had to take a series of unsatisfying jobs because she had no degree. Suddenly, the only jobs she could get were for lower-level recruiter or clerical jobs — nothing that really utilized her experience. It was hard giving up a full-time salary to return to school. But she came back with more focus and appreciation for her studies than someone fresh from high school, Bonner said. "That's when I said, 'OK, this nonsense has got to stop,' " she said "I found a wonderful program here (at BCC) called the worker-retraining program," she said. It paid for her books and tuition. But Bonner knew there would be a lot of belt-tightening while she studied and worked part-time. She laid it out to son Mason, now 9. "He goes, 'Well, hey, if it means that we're going to be doing better in the future, then yeah,"' she recalled. Now Mason "sees me studying and he talks about going to college."

(QUOTATION COURTESY OF
THE EASTSIDE JOURNAL, JUNE 6, 2000)

UNEMPLOYMENT RATE

The relationship between unemployment rates and educational attainment is also a linear one. The more education a person has, the less likely they are to be unemployed and/or receiving unemployment compensation. The unemployment rate of the total labor force is reduced from 8.5 percent (less than a high school diploma) to 3.6 percent for those with some college. As with labor force participation, this is especially noticeable for females and African Americans. This is a significant savings for both the state and employers.

VOTING AND VOTER REGISTRATION RATES BY EDUCATIONAL ATTAINMENT

Studies by the Census Bureau have shown that the higher the educational level of a person, the more likely they are to be registered to vote and to have voted. While 65 percent of people with a high school diploma are registered to vote and 58 percent usually vote, 76 percent of those with some college or the Associate's degree are registered and 69 percent usually vote. For those people with a Bachelor's degree, 85 percent are registered and 80 percent usually vote.

INCREASED WORKFORCE PRODUCTIVITY

A study by the University of Pennsylvania found that a ten percent increase in the education level of workers (approximately one year of education) translates into an eleven percent increase in productivity in the non-manufacturing sector of the economy. Across all industries, it amounts to an 8.6 percent increase in productivity. This can be compared to productivity increases resulting from increases in the hours worked and increases in capital investment, both of which have significantly lower productivity contributions than education.[8]

BCC STUDENTS' LOCATION AFTER COMPLETING EDUCATIONAL PROGRAMS

If students who attend BCC remain in the area after completing their programs, there is an added long-term benefit to the community due to the continued presence of these tax-paying, educated citizens. For the last follow-up year available, 54 percent of the BCC professional/technical program participants were working in King County after leaving

their BCC program. In nine of the twenty programs, over 50 percent of the former students were working in King county. In two of our Information Technology programs, nearly 60 percent of the students were working in King County and in the Administrative Office Systems program, 71 percent were. Additionally, 78 percent (450 of the 579) were still working in Washington state, so that while their careers might have taken them beyond the BCC service area and King County, the state continues to retain them and benefit from their education and training.

STUDENT EARNINGS

For the country as a whole, it is clear that educational attainment makes a very big difference in the earnings (both immediate and lifelong) of participants. What concerns us at BCC is how our students fit into that picture. BCC has a large number of transfer students and we do not have information on their wage patterns after they leave us; however, each year the State Board for Community and Technical Colleges follows a group (cohort) of students enrolled in our professional/technical programs from the previous year and matches the student information with Employment Security records to determine wages and employment rates. From this, we can see how our students are doing in terms of wages and also which programs are the most productive for students, in strictly monetary terms.

Table 1: BCC Professional/Technical Programs 1997-98 Cohort

*Earnings Before and After Program Completion, Top Ten Individuals**

Program Title	Before Training (1999 Estimated Annual Earnings)	After Training	Before-After Differential
Media	$4,011	$78,279	$74,268
IT-Programming	$2,123	$63,409	$61,286
IT-Programming	$1,177	$53,683	$52,506
Diagnostic Ultrasound	$5,817	$55,272	$49,455
IT-Programming	$5,159	$52,605	$47,446
Media	$2,844	$47,400	$44,556
Nuclear Medical Technology	$20,178	$61,150	$40,972
Media	$8,087	$47,730	$39,643
Fire Science	$39,717	$78,423	$38,706
IT-Programming	$54,956	$90,206	$35,250
All Degree and Certificate Holders			
Total	$4,628,574	$6,466,987	$1,838,412
Average	$21,936	$30,649	$8,713
Median	$19,630	$29,615	$8,217

**Includes Degree and Certificate Recipients Only*
Top Ten Individuals (those with the highest wage increase after training, out of 579 in the group)
Source: SBCTC DLOA Database

BCC education and training makes a significant difference in the earnings of our students once they leave the College. Overall, students earn an average of over $8,000 more per year after training than they did prior to training and some individuals' economic lives are literally changed as a result. Information Technology programs and Health Sciences programs dominate the "top 10" list and provide students with outstanding wage opportunities. Salary *increases* resulting from BCC training for this "top 10" group of professionals range from over $35,000 to nearly $75,000. Annual salaries range from over $47,000 to over $90,000. These increases are related to age, with the youngest students (not surprisingly) having the largest average wage gains. Those aged 20 to 24 had average earning increases of nearly $20,000, while those aged 40 to 44 saw their earnings increase by a little over $10,000 on average.

"Just wanted to let you know I finally landed a job...and I'm coming on as a Web Builder. It's a full-time permanent position, with full benefits, stock options and pretty decent salary ($45,000) for starter pay. I heard about this from one of my friends who went through the web authoring track with me... they needed someone immediately for a 2-week project, he referred me, they liked me (and me them), and now that the project is over they gave me their standard test and after some interviews hired me on."

—FORMER WEB AUTHORING STUDENT

EXECUTIVE SUMMARY

Service Impacts

BCC provides a myriad of services to our community, including: childcare, early childhood education programs, the BCC radio stations and cable television channel, our library as a resource, location of the Puget Sound Regional Archives on our campus, and professional continuing education, among others.

BCC CHILDCARE SERVICES

Open Monday through Friday from 6:45 a.m. to 10:15 p.m. and Saturday from 7 a.m. to 7 p.m., the BCC childcare facility serves children 18 months through six years of age. The time period from opening until 1:30 p.m. on weekdays is reserved for BCC students and employees. Families in the BCC community may enroll from 1:30 until closing and all day Saturday. During the 1998-99 academic year, 90 children of students were served, 12 children of staff were served, nine children of faculty were served, and six children from the community were served. A new Early Childhood Learning Center, a community partnership being developed in conjunction with Costco Wholesale, will be operational in Spring, 2001, and will serve 190 children. BCC also operates a site for the federal Head Start program, serving 18 children in the 1998-99 year. The federal government pays for a 9 a.m. to 3:30 p.m. program and the BCC program (the only full-day Head Start program in the area) operates from 6:45 a.m. to 5:30 p.m., courtesy of a grant from the City of Bellevue. Students pay $2 per hour , compared to the current average market rate of $5 per hour. All these families are from our service area and all the parents are current BCC students. To qualify for this program, families must qualify for free or reduced lunch, and have family incomes at or below the federal poverty level.

EARLY CHILDHOOD EDUCATION

BCC's Early Childhood Education (ECED) program trains childcare workers, preschool teachers, nannies, and those who are going on to become elementary school teachers. BCC has a unique program for the eastside; there are no other programs that grant degrees in ECED. BCC is participating this Fall in the new TEACH[3] program that provides scholarships, release time, and other supports to allow childcare workers or daycare home providers to obtain credits toward a two-year degree in Early Childhood Education. Completion of the courses will be linked with increased compensation and a commitment by the provider to remain in the field for a specified period of time. The ECED program also fills the need for the 20 hours of training required by the Washington State Training and Registry System (STARS) to be a licensed head teacher or home daycare provider. STARS has a goal of increased opportunities for basic and ongoing training for childcare and early education and school-age providers in order to increase both the quantity and quality of these important workers. After initial training, ten hours of continuing education is required each year and BCC will provide that as well.

RADIO STATION

KBCS (91.3 FM) is a non-commercial, public radio station licensed to Bellevue Community College. KBCS broadcasts with 7900 watts of power and reaches the greater Puget Sound area. In any given week, more than 30,000 people tune in to hear music, news, and cultural affairs programming; everything from great jazz, folk and world music to national news headlines, poetry, storytelling, and interviews with visiting artists and musicians. Everyone on the air at KBCS is a community volunteer. More than 100 people come to the station each week to host programs and help out with behind the scenes activities. Funding for the station comes from listener support, local businesses, foundations, and BCC itself. There are currently more than 2,000 people who contribute funds annually to KBCS and are considered KBCS members.

TELEVISION STATION

The BCC television station (Channel 28) reaches nearly 200,000 homes in Black Diamond, Kent, Auburn, Kenmore, Bothell, east to North Bend, Bellevue, Redmond, Kirkland, Woodinville, and Issaquah. In addition to the College's telecourses, there is a wide variety of programming, including some programs purchased from PBS and other sources. These are generally documentary in nature and often biographies. Campus events are often taped and aired on the College Channel as well. Last Spring, 14 BCC telecourses and two Shoreline Community College telecourses aired. This past summer, the station aired 10 BCC telecourses and one Shoreline Community College telecourse.

PUGET SOUND REGIONAL ARCHIVES

The Puget Sound Branch of the Washington State Archives (PSRA) is located in a facility on BCC's campus. A joint venture with the Secretary of State's Office, the Archives occupies the lower level of the N Building, the College's technology center, a structure completed in 1998. Before moving to BCC, PSRA was located in a facility that it had long since outgrown, the only occupied building of an abandoned junior high school in the north clear zone of SeaTac International Airport. In addition to being a climate-controlled, state-of-the-art archival facility, the PSRA is provided with much-needed expansion space, allowing archival material that had been stored at two off-site locations to be moved to the new location, consolidating the entire collection at one site for the first time in several years. Due to the new, brighter, more easily accessible BCC location, the number of on-site research clients has increased by 32 percent. PSRA hosted approximately 1,250 on-site research clients during the 1998-1999 academic year. These clients included BCC faculty, staff and students, as well as researchers from the Puget Sound region, the state of Washington, and across the nation. Co-locating with Bellevue Community College has allowed the Puget Sound Branch, Washington State Archives, to streamline and expand services offered to both local government agencies and the general public. PSRA's move to the BCC campus and cooperation with the BCC community has resulted in better protection of and improved public access to the records in PSRA's custody. These improvements mean that members of the local and extended communities can more easily obtain information about historical events, their rights as citizens, and the operation of their government agencies.

EDUCATIONAL SERVICES PROVIDED AT NO CHARGE

The College provides a number of services at no charge. Following is a sampling of those educational and informational services.

The Radiation Therapy program provides numerous continuing education opportunities at no charge to their participating clinical sites.

BCC Professional/Technical programs contributed $7,000 to training materials for 15 career specialists to give the Call to Parents Workshop. Ten Parents' Night Seminars were held in the BCC service area at no cost to the districts or the parents. During these workshops, parents learn how to assist their children with plans to succeed after high school, no matter what their area of interest.

French department faculty offer opportunities for former students and community members, fluent in French, to attend the French conversation groups with no enrollment requirement. During the summer, they meet once per week and during the regular academic year, they meet twice weekly.

Disability Support Services provides training to employers regarding disability law and disability awareness. The Northwest Business Leadership Network, which provides career opportunities for students with disabilities, has collaborated with BCC in this, resulting in presentations to over 200 employees of various firms.

The Career Center offers career planning and job search assistance to our community at no charge. This year, the Center increased its hours of business to 57 hours per week. Volunteer career advisors donated 432 hours of time to the Center this past academic year. Additionally, volunteer workshop instructors donated 181 hours of workshop instruction time and over 1,000 students and community members enrolled in Women's Center classes and workshops this past year. The Career Center serves over 125 employers per week.

The Women's Center/Student Access Center provides free resource advising, helping people to connect with community resources that can meet their needs. The Center also provides free workshops, events, and lectures. Last year, over 1,500 people participated in the Center's broad array of services and over 5,000 people requested information by e-mail or telephone. Almost 400 people each attended the Career Transitions classes and the Life Skills workshops.

EXECUTIVE SUMMARY

Business and Industry Involvement

Bellevue Community College's involvement with business and industry takes many forms, including: participation of the community on the advisory committees of the professional and technical programs, provision of specially-delivered Contract Training, and participation of BCC faculty and staff on various business and industry organizations and committees.

PROFESSIONAL/TECHNICAL PROGRAM ADVISORY COMMITTEES

Professional/technical programs at community and technical colleges in Washington state are required to have an advisory committee that meets at least twice per year to advise and comment on the program. BCC has almost 300 people participating on its various advisory committees, the purpose of which is to maintain connections with the business community and ensure that the College's programs remain current and responsive to employers' needs.

"The faculty in vocational programs are given both the responsibility and authority to develop curriculum that satisfies the demands of industry. When new technology appears, we are not only allowed to incorporate it into the curriculum, but we are encouraged to do so. The guidance we have is to be on the leading edge of instruction in the IT field. This makes for an exciting environment, and more importantly, very happy students because they know we have this approach... this is a college that encourages innovation, and where instructors really have an influence on curriculum and students' success. We mimic industry in that we are fast-paced, ever-changing, and when the day is done, very satisfied with what we have accomplished."

—JACK PERRY, FACULTY
INFORMATION TECHNOLOGY PROGRAM

CONTRACT TRAINING

The BCC Contract Training Program is designed to meet the needs of the business community by sending trainers to worksites or setting up customized training situations at one of our sites; customizing courses for clients; offering private training (i.e., only employees from one company are eligible); setting up consortiums so that economies of scale can operate; and offering high quality, cost effective training services. Contract Training is one way Bellevue Community College meets the training needs of the business community. During the 1999-00 academic year, over 150 classes were held in BCC's Contract Training Division. These courses enrolled over 2,000 people and served 33 companies and municipalities, including the Eastside Cities Training Consortium, a group of 28 municipalities that have joined together to partner with BCC in offering business and technology classes to members. The consortium represents approximately 4,400 employees, who are eligible to take classes run by the College just for the consortium. Twenty-two classes are offered in an average quarter. This is an increase of 87 percent over 1997, when just 15 cities participated. Contract Training served 30 other clients, in addition to the clients who are consortium members. Overall, over 2,000 students were served through Contract Training in the 1999-2000 year, about half of them from the Eastside Cities Training Consortium. New training partnerships are being developed every day, bringing just the education and training that organizations need, at just the right time, and just the right place.

PARTNERSHIPS AND PARTICIPATION OF BCC FACULTY AND STAFF IN BUSINESS AND INDUSTRY ORGANIZATIONS

It is a priority for BCC employees and programs to be out in our community, providing services and helping to strengthen the educational and economic vitality of our region. BCC's mission statement affirms that we will "meet the changing educational needs of our diverse community" and we will "be a leader and partner in the culture, technology, and business of our Eastside community."[10] Among the organizations in which BCC faculty and staff participate are: the King County Workforce Development Council, including three subcommittees on wage progression and skills gap, worksource systems development, and organizational development; the Bellevue Economic Partnership and the Bellevue Chamber, including a Recruitment and Retention Task Force, which helps with training needs; the Kirkland, Issaquah, Mercer Island Chambers of

Commerce; and the University of Washington, Bothell Advisory Board. Other cooperative efforts include:

- BCC Continuing Education and the BCC Business Division are collaborating on development of curricula designed for human resources specialists and professionals. In developing the curricula, BCC faculty and staff convened an advisory board of human resources professionals.
- BCC's Small Business Development Center (SBDC) provided in-depth management counseling to 63 business owners on the Eastside and worked with approximately 40 people who were trying to get businesses started in 1998-99. New investment totaled $1.3 million and ten new jobs were created by companies who received counseling and guidance through BCC's SBDC.
- BCC's Cisco Regional Networking Academy program, coordinated through Continuing Education, provides teacher training and academic support for 10 Cisco Local Networking Academy programs at area high schools and colleges on the Eastside, including Newport High School, Mt. Si High School, and Lake Washington Technical College on the Eastside. In addition, area employers have collaborated with BCC faculty to identify Cisco program students and graduates for technical internships and full-time employment using Cisco networking skills.
- Earlier this year, BCC Continuing Education began serving as the state liaison for the US West Pathways Program. As an integral part of the existing US West contract agreement, the Pathways program provides tuition assistance and academic guidance for US West employees in 14 western states.
- BCC WorkFirst program staff are active members in the Business Partner Committee, whose members include the Department of Social and Health Services, Employment Security, and Lake Washington Technical College. This committee's charge is to strengthen relationships with business and industry, assist in skills gap training, provide employment opportunities for Workfirst clients and assist employers in identifying employees to fill high demand, vacant positions.

BCC Enterprises: The Business Side of Higher Education

EXECUTIVE SUMMARY

With an annual budget in excess of $60 million, over 2,000 employees, and over 20,000 students per quarter and about 35,000 students annually, BCC qualifies as a large business enterprise or even as a small municipality (Table 2). Accordingly, the College provides many services, in order to make the educational experiences of our students and the working environment for our faculty and staff convenient and productive. Among these are: campus stores, which runs an office supplies "store" for the College, stocking frequently used and on-order items, purchased from local providers; the BCC Bookstore, which provides all textbooks and classroom supplies, as well as sundries and personal items for students, faculty, and staff; BCC Food Services, which provides 4,500 meals per day, 22,500 meals per week, and 270,000 per quarter from 6:30 AM to 8:50 PM Monday through Friday; BCC Student Union which provides and receives revenue from video games, vending machines, and BCC-owned telephones; and BCC Printing Services, which provides full-service printing at market rate prices for BCC departments, students, faculty, and staff. Proceeds generated by BCC Enterprises are invested back into the College to further support student needs.

Table 2
BCC Enterprises Sales and Volume of Business, 1998-99

BCC Enterprise	1998-99 Sales	1998-99 Volume
BCC Campus Stores	$324,367	2,272 employees
BCC Bookstore	$3,541,853	117,452 customers
		47,627 textbooks sold
BCC Food Services	$832,480	900,000+ meals served per year
BCC Student Union	$75,952	20,000 students/qtr.
BCC Printing Services	$1,134,903	13,000,000+ copies

Source: BCC Budget Office

Immeasurable Impacts

"the Young Scientists' Celebration at Stevenson Elementary [was] one of the most remarkable days we have ever had at the school. It is rare to see the children so excited about learning. We all had a blast! I can't recall seeing the children so engaged . . . Suffice it to say that everyone got caught up in the spirit of the day – and that is what made it a Celebration we well remember. Science is cool – but only because cool scientists like you make it so!"

—MIKE OLSSON, PRISM VOLUNTEER
STEVENSON ELEMENTARY

There are many intangible activities in which BCC employees and students engage which cannot really be measured, but are nevertheless important to our community. This section of the report provides a glimpse of the variety and extent of these, so that a more well-rounded picture of institutional contributions can be visualized.

COMMUNITY SERVICE OF BCC STUDENTS, FACULTY AND STAFF

Each quarter, Delta Epsilon Chi, a student marketing organization associated with the BCC Marketing program in our Business Division, donates enough food to provide lunch for approximately 600 people to the Union Gospel Mission. They also donate personal hygiene packs to the Mission, including such items as soap, shampoo, lotion, razors, toothbrushes and toothpaste. Approximately 200 packs are donated each quarter. Each fall quarter, the students adopt a family for the holidays and this past fall they held a canned food drive, donating what they received to a local food bank. This past spring quarter, five of the students volunteered to help run an auction for the French-American School, a private school which relies on fundraising for its operations.

The BCC Holiday Giving Tree is an annual event where BCC Head Start families are sponsored by the College. This past year, five families with five adults and 14 children (ages 1 to 21 years) were sponsored. The family members submit "wish lists" and they are placed individually on a tree where staff can see the age and gender of the recipient, plus what they asked for. A wide variety of items are given and all wish lists have always been filled, with monetary contributions left over. The monetary value of the donations is in excess of $1,000.

Students from the Nursing program are regularly out in the community. Among their activities in the 1998-99 year were observations at a childcare center and administration of a child development screening. The results of this were provided to the director of the childcare center. Nursing students also worked with 30 students from Sammamish High School who observed growth and development, play, and interaction with others at all four Childhaven sites.

Support for the Expanding Your Horizons program has been provided by BCC for a number of years. This is a program to stimulate interest in science and technology for middle/high school girls. BCC donates the use of our facilities and equipment for two days. Administrative and classified staff donate staff time to the organization and coordination of this program.

BCC held an Internet Physics Olympiad in April, involving 16 high school physics students who were paired in teams with students in Russia. The top three teams received electronic equipment for their high school physics labs, courtesy of the Fluke Corporation.

The BCC Science Division is in its third year of collaboration with Stevenson Elementary School (Bellevue Public Schools). On-going efforts have included: projects around critical thinking and information literacy, cosmology, earth science, biochemistry, physics, microbiology, and nutrition. On May 10 of this past year, nine faculty participated in a "Young Scientists' Celebration," which included hands-on workshops with the students in several of these areas.

The BCC Science Division delivered a "Science Show" at Sunny Hills Elementary (Issaquah School District). Included in this were Biology, Geology, and Chemistry topics, all appropriately produced to appeal to third graders. Science faculty also traveled to Poulsbo for the Vinland Elementary Science Fair where they served as judges. One faculty member also gave a talk on cells to seventh graders at Tillicum Middle School, to be followed later by an exploration of the heart and vascular system.

BCC partners with the Bellevue Regional Library, conducting demonstrations in the visual, literary, and performing arts one day each month.

Earlier in this report, the monetary contribution of BCC's international students was recognized. Another

critical contribution the international students make is toward the cultural diversity, not only of BCC, but of the larger community. The homestay program for the intensive English language course of study places up to 150 students annually with families in the community. They enrich the lives of their host families and are further enriched themselves by being part of a real American family. Well over a thousand Eastside families have participated in homestays and most do it for the cultural experience, even though they are remunerated. A large number of these families have visited their international adopted family in their home countries and marvel at the warm reception they receive and the life-long relationships they make around the world. International students in the classroom reflect the international mix in our surrounding businesses/ workplaces, and local American students benefit from International students in the classroom by having the opportunity to learn about other parts of the world from people who live there, increasing understanding of diverse cultures. Long-lasting friendships, developed in college, reward people's lives, and may provide future business relationships.

The Conversation Partners Program matches students studying foreign languages with international students who speak the language. Sixty to 80 students participate per quarter, and these exchanges of tutoring have led to friendships where the American students have then visited the home countries of their partners and studied and stayed with the families of their "partner." In addition to this, service learning classes and other activities at BCC use volunteer projects to get the students involved in the community. Finally, BCC sends nearly 100 Japanese International Business Program students per year into the community through unpaid internships with both profit and non-profit firms. This provides a two-way cultural learning opportunity for everyone involved.

The Parent Education program stresses not just what happened last year; but rather the seeds that are planted that sometimes bloom much later. Many of the parents who participate in this program go on to be PTA leaders, possibly because the leadership component provides training and opportunities to lead that give people experience and self confidence. When it's time to volunteer for K-12 helping opportunities, often BCC Parent Education program participants are ready to take on these tasks. There are many other benefits to the program as well. One preschool on Mercer Island visits a nursing home once a month where the intergenerational mix is very successful. Another class from Mercer Island helped clean up a local park and got the residents to clean up after their dogs when they walk them. Each parent education site tries to give back some form of thanks to its own community, from helping the facility they rent, to helping the poor during holidays. The program always has a very large gift basket-giving program at the holidays.

BEING A GOOD NEIGHBOR

Mindful of the fact that we are a large public entity, with residential areas on several sides, the College is particularly concerned with being a good neighbor to our most immediate neighbors, those people whose property is contiguous to College property. Examples of this include installation of a water diversion berm along Snoqualmie River Road to prevent any runoff water from reaching the condominiums located immediately adjacent, but below the elevation of the road, and the screening and landscaping on the south side of Parking Lot 9 that will buffer the residents immediately adjacent from the activity of construction and sounds of operation (children's playgrounds) from the new Early Childhood Learning Center.

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[1] Data is based on the 1998-99 academic year, unless noted otherwise.

[2] "The Local Economic Impact of Higher Education: An Overview of Methods and Practice," Kevin Stokes and Paul Coomes, AIR Professional File, Number 67, Spring, 1998.

[3] Ibid, pg. 1

[4] This data from Employment Security is based on the previous BCC service area. Data based on the new boundaries is not available at this time.

[5] AIR Professional File, p.3

[6] AIR Professional File, p.4

[7] Sinclair Community College Economic Impact Study, p. 1

[8] "The Challenge for Higher Education," the Higher Education Coordinating Board's 1996 Master Plan for Higher Education, p.14

[9] TEACH: Teacher Education and Compensation Helps

[10] BCC Mission statement

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